DOCUMENT RESUME

ED 353 017 JC 930 047

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TITLE Profile of an Excellent Teacher: Summary of Research.

INSTITUTION Chemeketa Community Coll., Salem, Oreg.
PUB DATE Sep 91
NOTE 72p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *College Faculty; Community Colleges; Educational Quality; *Student Attitudes; *Teacher Attitudes; *Teacher Effectiveness; Teaching Methods; *Teaching Models; Two Year Colleges
IDENTIFIERS Focus Groups Approach

ABSTRACT

In fall 1990, educators at Chemeketa Community College, in Salem, Oregon began planning an educational video to highlight examples of teaching excellence in the community college. Research indicated, however, that no set definitions existed of teaching excellence at the community college or any other level. In order to create a local definition of teaching excellence, two sets of focus groups were convened, the first consisting of master teachers and the second of a cross section of students. The groups were asked to describe an excellent teacher, recount their most memorable experiences with teachers, and give advice on teaching to new instructors. The sessions were videotaped and an interactive/visual database was created by frequency grouping the issues discussed by the focus groups into 12 categories, including rapport/respect between students and teachers; interaction strategies for teachers; ways of adding a human dimension to the teacher/student relationship; student support issues; teaching strategies; teacher competence; teacher flexibility; communication skills; teacher enthusiasm; relevance of knowledge imparted to students; clarity of teaching goals; and classroom environment. The characteristics of teaching excellence most frequently cited by both the teacher and student groups included the following: (1) treats students as individuals in the classroom structure; (2) involves students in the learning process; (3) encourages students; (4) uses a variety of teaching strategies to add interest; (5) models the learning behavior expected of students; (6) challenges students in the classroom; and (7) creates a positive classroom environment. Lists of typical comments for each category and breakdowns of participating faculty and students are included. (MAB)

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SUMMARY OF RESEARCH

"PROFILE OF AN EXCELLENT TEACHER"

RESEARCH BY:
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PROJECT LEARN

I. Introduction to Research

Project LEARN (Learning Excellence Automated Resource Network) began in fall of 1990 when the authors began planning an educational video highlighting examples of teaching excellence on our campus. Our research and discussions soon lead us to realize there are not set definitions of teaching excellence at any level and little research about the community college teacher in particular. Most of what we read was about K-12 or university teaching.

After a combined 30+ years at the community college, the authors were sure there were qualities of teaching excellence specific to the community college. However, we couldn't find any literature to validate this. We also observed from our reading and experiences that there are wide variances between structures and clientele at community colleges in our country.

II. Procedures

At this point the authors began thinking of a method that would help create a "local" definition of teaching excellence at our college. We felt this "customized" approach would create a base of information for many uses on our campus. We were initially interested in its uses for staff development both for new, part-time and even continuing staff in clarifying student expectations. We eventually saw potential uses in the areas of assessment and evaluation as well as perhaps for setting criteria for hiring. There were other uses discussed.

We spent some time concentrating on the most productive and practical method of obtaining this data. We decided to have "focus groups" of master teachers and also of a cross section of students to discuss what teaching excellence is to them. We asked them to describe an excellent teacher, to recount their most memorable teachers and to give advice on teaching to new instructors. As our initial intent was to create a video production, we videotaped these twenty five focus groups. We ended up with 12 hours of video tape. After watching the tapes several times we were overwhelmed at the richness of the data but it became clear it would be impossible to create a 10 minute video without losing the overall impact of the data. The data did not lend itself to summarization.

III. Uses

At this point we made the decision to create an interactive and visual database using a computer format. We transcribed the video into script and entered this into a database using Filemaker Pro software. Once it was entered we began creating an organizational structure for the data to make it accessible readily. We chunked data in frequency groupings and created categories to capture the teaching skill areas described. We were then able to do a series of reports that were quantitative in nature. They are included in the attached report.

However, as this research was designed primarily for a user friendly staff development tool that creates a set of expectations for teaching excellence, we worked to create a visual database for this purpose. We captured still digitized shots of participants to be put next to their comments to personalize our templates. We originally wanted running video but lacked the computer fixtures needed to do so. We chose a museum analogy to soften the edge of technology for new users.

The components of the LEARN System began to evolve and now include:

- comments on teaching excellence
- resource lists of books, magazines, pamphlets
- contact people for resource areas
- help on using the system
- games and software activities to build skills
- notebooks for users to log information

IV Future Uses

Our goal for the future will be to add video components of examples of teaching methods and techniques and perhaps a self-assessment/evaluation section. We also feel that it would be necessary to update student comments every three to four years to make sure the expectations are kept in line with changes in student population.

We believe this "customized" database of "teaching excellence" can be replicated at other campuses. We have learned alot from our experiences and could save others from the mistakes we made and share the process of development.

SUMMARY OF RESPONSES FROM FACULTY/STUDENT FOCUS GROUPS BY CATEGORY

Category	Faculty Responses		Student Responses		Total Responses	
1. Rapport/Respect Issues	112	[20%]	95	[21%]	207	[21%]
2. Interaction Strategies	66	[12%]	60	[13%]	126	[13%]
3. Human/Personality Issues	68	[12%]	42	[9%]	110	[11%]
4. Student Support Issues	49	[9%]	52*	[11%]	101	[10%]
5. Teaching Strategies	61	[11%]	40	[9%]	101	[10%]
6. Teacher Competence	41	[8%]	30	[7%]	71	[7%]
7. Flexibility/Adaptability	32	[6%]	28	[6%]	60	[6%]
8. Communication Skills	23	[4%]	36*	[8%]	59	[6%]
9. Enthusiasm	27	[5%]	22	[5%]	49	[5%]
10. Relevance of Knowledge	14	[3%]	29*	[6%]	43	[4%]
11. Clarity of Goals	31	[6%]	9	[2%]	40	[4%]
12. Classroom Environment	23	[4%]	16	[3%]	39	[4%]
TOTAL	547	[54%]	459	[46%]	1006	

BREAKDOWN OF RESPONSES WITHIN CATEGORIES

1. Rapport/Respect Issues	Faculty	Student	Total
Treat As Individual	38	22	60
Values Students	25	15	40
Doesn't Put Down	10	20	30
Personal Connection	10	12	22
Lets Students Be Responsible	8	11	19
Sensitive To Students	8	8	16
Fair	7	2	9
Admits Errors	5	2	7
Nonjudgemental	1	3	4
TOTAL	112	95	207

2. Interaction Strategies	Faculty	Student	Total
Involves Students	34	27	61
Questions	21	20	41
Gives Feedback	8	8	16
Responsive Non-Verbally	3	5	8
TOTAL	66	60	126

3. Human/ Personality Issues	Faculty	Student	Total
Uses Humor	30	8	38
Friendly	11	13	24
Shows Human	15	3	18
Positive Attitude	5	11	16
Honest	5	4	9
Easy Going	2	3	5
TOTAL	68	42	110

4. Student Support Issue	Faculty	Student	Total
Encouraging	21	17	38
Available	10	22	32
Caring	11	10	21
Listens	4	2	6
Gets To Know Students	3	1	4
TOTAL	49	52	101

5. Teaching Strategies	Faculty	Student	Total
Uses Variety	24	8	32
Considers Learning Styles	11	10	21
Critical Thinking Skills	11	2	13
Uses Group Work	7	5	12
Miscellaneous	2	6	8
Partnership	5	2	7
Uses Individual Projects	1	3	4
Breaks Concept Down	4	0	4
TOTAL	61	40	101

6. Teacher Competence	Faculty	Student	Total
Models Behavior	13	5	18
Organized	7	10	17
Prepared	5	5	10
Knows Subject	5	3	8
Experienced In Field	2	3	5
Keeps Learning	5	0	5
Knows Self	1	3	4
Knows Teaching	3	1	4
TOTAL	41	30	71

7. Flexibility/ Adaptability	Faculty	Student	Total
Adapts To Situation	17	21	38
Learns From Students	10	1	11
Open-Minded	1	5	6
Tries New Ideas	4	1	5
TOTAL	32	28	60

8. Communication Skills	Faculty	Student	Total
Presentation Skills	13	15	28
Clear Explanations	5	12	17
People Skills	5	6	11
Focused	3	0	3
	23	36	59

9. Enthusiasm	Faculty	Student	Total
Enthusiasm	27	22	49
TOTAL	27	22	49

10. Relevance of Knowledge	Faculty	Student	Total
Apply To Life	11	22	33
Link To Known	2	2	4
Use Personal Examples	4	0	4
Encourages Life-Long Learning	1	1	2
TOTAL	18	25	43

11. Clarity of Goals	Faculty	Student	Total
Challenges	14	3	17
Clear Goals	8	6	14
High Standards	9	0	9
TOTAL	31	9	40

12. Classroom Environment	Faculty	Student	Total
Positive Climate	18	10	28
Control of Class	5	4	9
Punctual	2	0	2
TOTAL	25	14	39

HIGH FREQUENCY RESPONSES. . . .

TO:	STUDENTS	FACULTY	BOTH
CATEGORIES ABOUT:	1. Rapport/Respect 2. Interaction Strategies 3. Student Support Issues 4. Human/Personality Issues 5. Teaching Strategies	1. Rapport/Respect 2. Human/Personality Issues 3. Interaction Strategies 4. Teaching Strategies 5. Student Support Issues	1. Rapport/Respect 2. Interaction Strategies 3. Human Personality Issues 4. Student Support Issues 5. Teaching Strategies
TO:	STUDENTS	FACULTY	BOTH
CHARACTERISTICS	1. Involves Students (27) 2. Treats As Individual (22) 3. Available (22) 4. Apply To Life (22) 5. Enthusiastic (22) 6. Adapt To Situation (21) 7. Asks Questions (20) 8. Don't Put Down (20)	1. Treats As Individual (38) 2. Involves Students (34) 3. Uses Humor (30) 4. Enthusiastic (27) 5. Values Students (25) 6. Use Variety of Methods (24) 7. Encouraging (21) 8. Asks Questions(21)	1. Involves Students (61) 2. Treats As Individual (60) 3. Enthusiastic (49) 4. Asks Questions (40) 5. Values Student (40) 6. Adapts to Situation (38) 7. Encouraging (38) 8. Uses Humor (38)

POSSIBLE CONCLUSIONS

** Students want to be treated with respect - most importantly valued and treated as individuals (i.e., don't put down).

** Students want to be an active part of the process by being asked and asking questions. They want to ask to be involved in the process in any active way.

** Students want a teacher who is friendly and has a sense of humor.

** Students want a teacher who is available and is encouraging when with students.

** Students want a teacher who uses variety in teaching methods and adapts to the situation and applies information to students life setting.

** Students want a teacher who is enthusiastic.

RAPPORT/RESPECT

Typical Comments

1. Treat As Individual

F	S	Total
38	22	60

Teachers should know...

* that students feel they should be seen as an individual in the classroom structure.
* that students want us to show concern for them as a person.
* that we should treat students as we would want to be treated ourselves.
* that we should try to make each student feel they are an important contributor to the class.
* that we should try to value students for their personal expertise.
* that students feel they matter.
* that we should treat students like people and see students as more than a sea of faces.
* that we should take time to learn about our students.

Examples of action/activities liked:
Learn names, talk to outside of class, smile and look at them, walk around in class, take Polaroid pictures of them, do things to get to know them: conferences, dialogue journals, questionnaires, ask questions, etc.

2. Values Students

F	S	Total
25	15	40

Typical Comments

Teachers show they value students...

* when they listen to what they say and respect their point of view.
* by being there on time and being ready.
* and they can tell when it's real.
* by showing every student they're a little special and unique.
* being flexible to student situations.
* by treating them as they want to be treated.
* by not judging comments or answers as wrong.
* when they seek out your opinions and attitudes.
  EXAMPLES: Listen to them, smiles, talks to you, take pictures of them, not belittling answers.
* by letting them be responsible for their learning.
* by letting them know they are there for students.
* when they let you know your learning is more important than today's task.

3. Doesn't Put Down.

F	S	Total
10	20	30

Typical Comments

Teachers should not...

* make students feel foolish/embarrasses.
* look at students like they're dumb.
* belittle students in front of others.
* treat you like you're stupid if you ask a question.
* identify those in class doing poorly.
* criticize students in front of others.
* treat students like they are inferior
* put students on the spot in class or point out errors.
* talk down to students.

Teachers should...

* always find way to make answers fit in somewhat.
* be positive in responses.
* make environment safe and secure.

4. Personal Connection

F	S	Total
10	12	22

Typical Comments

Teachers should...

* share some personal information with students.
* make students feel like more than a number.
* learn students names.
* ask students about their lives outside school.
* treat students as equals.
* be sensitive to new student anxieties.
* be more involved in campus community.
* try to create relationships with students.
* talk to students outside of class.
* talk to you instead of at you.
* get to know students.
* make personal contact with students.

Teachers should not...

* unload all problems on students.

Typical Comments

5. Let Students Be Responsible.

F	S	Total
8	11	19

Teachers should...

* show respect by holding students to their commitments.
* allow students their part in a learning relationship.
* not try to take care of students.
* empower students to learn for themselves.
* allow students to build self-confidence, esteem.
* model responsible behavior.
* not be their secretary, policeman, or mother.
* realize that in the end only students can do their own learning.
* be clear what expectations you have for students to do.
* give students some sense of control over their lives.
* work together to do the work.
* it gives students a sense of freedom when they know consequences for their actions.

6. Sensitive To Students.

F	S	Total
8	8	16

Typical Comments

Teachers need to...

* try to read students needs to keep them involved.
* tune into the atmosphere of the classroom.
* tune into nonverbal as well as verbal clues.
* look for ways to draw in quiet students.
* try to empathize with students and their lives.
* acknowledge the lives of the student.
* try to balance their needs to the needs of students.
* check out signs in students that something's wrong.
* walk up and down aisles to check out students in the back.
* vary your approach to students.
* recognize that we serve a wide diversity of students at CCC.

7. Fair

F	S	Total
7	2	9

Typical Comments

Teachers should...

* treat all equally and fairly.
* take classes themselves to experience frustrations of inequity.
* set up expectations that are clear and consistent.
* apply standards equally to all.
* make all conditions for success known up front.
* become aware of their own personal biases/prejudices.
* know equality is needed to create trust and a supportive environment.
* model fairness.
* treat students as they want to be treated.

8. Admits Errors.

F	S	Total
5	2	7

Typical Comments

Teachers should...

* acknowledge they make errors to show they are human.
* model ability to admit mistakes as being o.k.
* make it o.k. to help each other correct errors.
* know it encourages students to know teachers make mistakes too.
* be secure enough to admit mistakes.
* acknowledge that mistakes are often what leads to learning.

9. Nonjudgemental

F	S	Total
1	3	4

Typical Comments

Teachers should...

* not judge students but help them.
* be careful not to let appearances prejudge a person.
* know that creating a supportive environment necessitates no judgements be made.

INTERACTION STRATEGIES

1. Involves Students

F	S	Total
37	28	67

Typical Comments

Teachers should know...

* that students want to be actively part of the learning process.
* that involvement makes classes more interesting and motivates them to stay with it.
* that involvement can mean talking, doing or anything other than merely listening.
* that students realize it is harder for teachers to involve students but worth the effort.
* that involvement makes learning a personal process.
* that some students don't want to be overtly involved - make it a choice.
* that involving students is seen as non-traditional.
* that involving students helps them apply information to their lives.
* that involving students makes them feel valued.
* that involving students is really helpful for visual and kinesthetic learners.
* that involving students helps create a cooperative environment
* that involving students gives them some sense of control and empowerment.
* that involving students helps them learn from each other.
* that once you get a student involved in their own learning, your job is easier, maybe done.
* that involvement for adult learning is really crucial.

2. Questions

F	S	Total
21	20	41

Typical Comments

Teachers should know...

* that most students like to be asked questions to make learning more active.
* that students want us to accept their answers in some form.
* that it is o.k. if we don't know all the answers--we're human.
* that we should be willing to look up the answers we don't know.
* that questioning makes us appear open to new ideas.
* that questioning helps students learn from each other.
* that students don't respect a teacher with the attitude that their always right.
* that students don't want to feel a question they asked is stupid.
* that questioning challenges a student to stay on track.
* that students want an atmosphere where they are free to ask questions.
* that students want us to slow down and really answer questions.
* that questioning can be used as guide to learning.
* that students don't know how we can assess learning without questioning.
* that questions are a way to encourage critical thinking skills.
* that questions can show application to real life.
* that questioning shows a sense of caring, a personal connection.
* that we should ask real questions, not play mind games.
* that it is sometimes a challenge to find applications for some questions.
* that when students ask questions, that means they are engaged.

3. Gives Feedback

F	S	Total
8	8	16

Typical Comments

Teachers should know...

* that students appreciate our efforts to give constructive, positive feedback.
* that giving feedback shows we are listening or reading papers.
* that students see one of our primary roles as teacher is to give feedback.
* that giving feedback shows we value them.
* that feedback needs to be given promptly and continuously.
* that feedback can be given through questioning strategies.
* that students don't want to hear just the negative feedback.
* that feedback and encouragement often interchange in student dialogue.
* that students feel it is important that we ask for feedback from them also.

4. Responsive Nonverbally

F	S	Total
3	5	8

Typical Comments

Teachers should know...

* that students focus on our nonverbals quite alot.
* that many times the put down students perceive comes from nonverbals.
* that we should focus on student nonverbals to see how well things are going.
* that students really feel eye contact and smiles directed at them personalize and give encouragement to the process of learning.
* that students often give priority to nonverbal cues over verbal ones.
* that teachers should be able to see who is disengaged from process by nonverbals.

HUMAN DIMENSION

1. Uses Humor

F	S	Total
30	8	38

Typical Comments

Teachers should know...

* students want classes to be fun.
* humor breaks monotony and makes time go faster.
* students see animation as one part of humor.
* students see rapport created through humor.
* that we need to laugh at life and ourselves.
* humor comes from knowing students well, a kind of intimacy.
* humor needs to be natural, not forced.
* humor comes from the unexpected, from things that are off the wall.
* humor doesn't always mean jokes.
* humor can come from your mistakes.
* humor can be stories about yourself.
* humor can take fear out of learning, make environment less sterile.
* students sometimes remember humorous situations for years.
* using humor models learning as fun.
* humor is seen more as a teacher-student interaction.

2. Friendly

F	S	Total
11	13	24

Typical Comments

Teachers should know...

* being friendly is smiling, calling students by name, talking to them out of class, a handshake, a hug.
* students understand there needs to be a professional distance.
* being friendly means showing you are a real person.
* being friendly decreases distance and creates a supportive environment.
* being friendly makes a class fun.
* being friendly makes students feel they are important.
* being friendly is equated to liking students.

3. Human

F	S	Total
15	3	18

Typical Comments

Teachers should know...

* that admitting they're not perfect makes students feel better.
* that modeling that it's o.k. to make mistakes is important to students.
* that making too many mistakes causes you to lose control.
* that making mistakes shows you're human.
* that if students understand why you're off a day, they can accept it.
* that making mistakes can be the best way to learn.
* they can use mistakes as a way to break ice and create humor.
* admitting you're human creates connections with students.
* that making mistakes breaks the monotony of class.
* making mistakes takes the riskiness out of trying for students.

4. Positive Attitude

F	S	Total
5	11	16

Typical Comments

Teachers should know...

* that students like to be with someone positive, upbeat.
* that a negative teacher pulls them down.
* that students don't want to spend class time talking about your bad day.
* that students like seeing a smile on your face.
* that students want to have positive feedback instead of always negative criticism.
* that students feel pessimism is pervasive.
* that students appreciate a teacher who looks for positive in students.
* that students associate a positive person with an enjoyable one.
* that students feel concentration on negative is belittling.
* that students wish teachers would find a positive thing to say to them personally.

5. Honest

F	S	Total
5	4	9

Typical Comments

Teachers should know...

* students want teachers to be honest and up front to build trust.
* students want teachers to stay with what they've said.
* students feel honesty creates rapport.
* students respect integrity.
* students want honest discussion on their progress.
* students must feel what you are and say is consistent with who you are outside of school.
* students want teachers to be honest about mistakes they make.
* students don't want to hear one thing from teachers only to hear opposite said to another student.
* students want you to be straight with them.

6. Easy Going

F	S	Total
2	3	5

Typical Comments

Teachers should know...

* students like a setting that isn't always totally serious.
* students like a joyful, carefree attitude at times.
* students equate less stress, pressure from more a easy going attitude.
* students feel the environment is more comfortable with such an attitude.
* most students put enough pressure on themselves and with their lives.

STUDENT SUPPORT ISSUES

1. Encouraging

F	S	Total
21	17	38

Typical Comments

Teachers should know...

* encouragement is a great motivator to learn/build interest.
* encouraging helps students overcome school anxieties and fear of learning.
* students want positive reinforcement, not negative criticism.
* students need to know mistakes are o.k.
* students need teachers to find something they can do well in the class/subject.
* encouragement often leads to continued studies in the area.
* encouragement builds student esteem/confidence.
* a smile is often as great an encourager as a kind word.
* even stickers or a note on a paper means alot.
* eye contact is acknowledgement.

2. Available

F	S	Total
10	22	32

Typical Comments

Teachers should know...

* they need to keep their office hours. It is frustrating when they don't.
* students appreciate it when you work with them.
* students can tell if you don't want to be there.
* students feel that out of class contact is more personal and leaves the biggest impression.
* students don't expect you to be their best friend but want one on one contact.
* students want to come first before other teachers duties.
* students view availability as one of the advantages of going to a community college.
* students want to be able to come and get help to avoid missing work.
* that part of being available is making the atmosphere comfortable in their office.
* teaching and learning do not end at the classroom door.

3. Caring

F	S	Total
11	10	21

Typical Comments

Teachers should know...

* students admire teachers who show caring attitudes.
* students will do alot of work for a teacher who cares about them.
* students feel respected when the teacher is caring.
* they are the models for appropriate behavior.
* caring is the ultimate form of encouragement.
* caring attitudes are a part of a supportive environment.
* they can't fake caring, students can tell.
* caring makes students feel important.
* that this attitude has to go beyond the classroom.
* students equate caring with compassion.
* caring can be shown with a smile, a look, but mostly an open ear.
* students want to feel you're there for them.
* students view caring as going out of your way to help them.

4. Listens

F	S	Total
4	2	6

Typical Comments

Teachers should...

* be willing to listen to students without distractions.
* be willing to hear their point of view.
* be willing to listen to their questions and opinions.
* not respond too abruptly as to cut off student.
* not be judgmental about what they say.

5. Gets To Know Students

F	S	Total
3	1	4

Typical Comments

Teachers should...

* get a sense of who their students are so as to meet their needs.
* do things early in class to get to know students and help them know each other (i.e., activities, name plates, introductions, etc.).
* find out enough about students to connect personally with them.
* talk to students outside of class to find out more about them.

TEACHING STRATEGIES

1. Uses Variety

F	S	Total
24	8	32

Typical Comments

Teachers should know

* that diversity adds interest.
* that people learn different ways and need different approaches.
* that variety in the classroom helps change the rhythm and pace of the class to break monotony.
* that using variety gives students a choice, lets them all use their strengths.
* that it is o.k. to fail when you risk changes.
* that variety was described as films, dyads, group work, guests, interviews, individual projects, humorous events, student experts, hands on activities, games, demonstrations, field trips, story telling, case studies.
* that variety is necessary to meet all learning styles.

2. Learning Styles

F	S	Total
11	10	21

Typical Comments

Teachers should know...

* that since people learn different ways, they need different approaches.
* that students appreciate a teacher who tries to be sensitive to their learning styles.
* that students feel they learn best by doing, being actually involved.
* that we should reinforce concepts in more than one way.
* that using a variety of methods in the classroom addresses learning style differences.
* that many students see hands on experiences as fun.
* that we should help students assess their learning styles.
* that we should know our predominant teaching/learning style as the one we favor in our classroom.
* that we should allow options for classroom assignments to address different learning styles.

Typical Comments

3. Critical Thinking Skills

F	S	Total
11	2	13

Teachers should know...

* that learning needs to be more than content.
* that asking questions and encouraging students to question is a good way to work on thinking skills.
* that students need to be able to make connections/applications of what they learn to remember it.
* that encouraging thinking skills will help students see learning as life long.
* that building thinking skills helps students feel better about themselves as learners.
* that often making mistakes is the best way to encourage questioning/thinking skills.
* that learning thinking needs to be treated as a series of relationships between ideas.
* that we need to give students permission to veer from the path of rote memory.
* that traditional education is seen more as learning content over process.
* that we need to make students assess, diagnose, analyze, problem solve, apply...
* that critical thinking is thinking about thinking

Typical Comments

4. Uses Group Work

F	S	Total
7	5	12

Teachers should know...

* that most students want to be active and interactive.
* that students learn from each other and support each other when they work together.
* that cooperatively working together creates a supportive environment.
* that many students say they work harder when others count on them.
* that working with others usually makes a class fun.
* that there is a certain risk factor in working with others.
* that working with others can help build self-confidence.
* that group projects don't always work out.
* that teaching team work is a skill that will help in vocations.

Typical Comments

5. Miscellaneous

F	S	Total
2	6	8

Teachers should know...

* that students appreciate help with note taking and other ways of highlighting important concepts, information.
* that students appreciate help with how to read textbooks to learn.
* that students appreciate help on writing and oral reporting skills.
* that some students think journals help them learn materials and about themselves.

Typical Comments

6. Learning Partnership

F	S	Total
5	2	7

Teachers should know...

* that it should be cooperative rather than competitive between teacher and student.
* that students here want to be treated like peers, adults, equal people.
* that teaching should be seen as a facilitation rather than something done.
* that we need to facilitate rather than tell.
* that classrooms need to be seen as learning community.
* that learning is a partnership where we all gain from the experience.
* that a partnership implies both partners are responsible for the outcomes of the process.
* that this partnership mans both parties have to listen and be interested in the others needs.

Typical Comments

7. Breaks Concept Down

F	S	Total
1	4	5

Teachers should know...

* that students learn best in small bites.
* that most concepts can be broken into smaller chunks.
* that we have to remember how it was before we understand the big picture.

Typical Comments

8. Students As Experts

F	S	Total
5	0	5

Teachers should know...

* that students often learn better from each other.
* that treating students as experts shows we value them.
* that using students builds self esteem.
* that using students saves teacher time/energy also.
* that our diverse population often has more expertise than we do.
* that student experts help to make an application for concepts taught.

Typical Comments

9. Individual Projects

F	S	Total
1	3	4

Teachers should know...

* that many students prefer to work individually
* that individual projects can become very motivating to many students.
* that individual projects can help a student apply learning to their life.

TEACHER COMPETENCE

Typical Comments

1. Model

F	S	Total
13	5	18

Teachers should know...

* that we need to model the learning behavior we want our students to have.
* that we have to model behaviors that meets or exceeds student expectations.
* that we tend to learn to teach by modeling the behaviors of those we admired when we were in school.
* that we must model enthusiasm, passion for learning to motivate our students to learn.
* it is important that we model that we are human and can make mistakes.
* if we model unprofessional behavior our students will think they can act that way too.
* that we can't model behavior that shows we are superior.
* that we can model behavior that shows we care but keeps us professional.
* that we model that we are continuing to learn and think learning is life long.
* that we model that learning is fun and valuable.
* that we are often the most positive role models in their lives.

Typical Comments

2. Organized

F	S	Total
7	10	17

Teachers should know...

* that students want a teacher who is organized and focused.

* that they want us to be organized in our goals and methods to reach these.

* that this structure should not dampen the enthusiasm, passion for teaching.

* that the organization is able to make the important ideas clear through repetition, emphasis, notes, etc.

* that our organization must be toned with flexibility.

* things teachers can do to be organized are: using examples from text in class, correlate closely with reading, not go off on tangents, give out notes, highlighting important points visually.

* that we need to model the organized behavior to have our students learn to be organized.

* that is is a real skill to let a class go on its own way but keeping enough structure to reach a goal.

* that we need to be real up front with students and organize our courses so expectations, assignments and goals are clear from the beginning.

Typical Comments

3. Prepared

F	S	Total
5	5	10

Teachers should know...

* that students can figure out if we aren't prepared.
* that students don't want their time wasted, sees it as respect and value for them.
* that we must model being prepared to expect it.
* that we can't model procrastination and then have other expectations for our students.
* that being prepared is only part of being a teacher, you have to be able to share the information.
* that a teacher needs to be over-prepared to be able to be flexible to student needs.
* that credibility of a teacher is lost for each day you come to class unprepared.
* that to be prepared is a teachers responsibility.

Typical Comments

4. Knows Subject

F	S	Total
5	3	8

Teachers should know...

* that students look to us to be experts in our field.
* that students assume we keep up in our field and have had experiences.
* that students respect us more if we admit we don't know something but are willing to find out than pretending we are always right.
* that students want us to act confident about our knowledge of our subject so that we aren't defensive when we are questioned.

Typical Comments

5. Experienced

F	S	Total
2	3	5

Teachers should know...

* that students want a teacher who has applied the knowledge they are teaching.
* that students want to feel there is an application for the knowledge.
* that students see experiences in the field as more real than book learning.
* that we can use the experiences as examples to help our students learn concepts.

Typical Comments

6. Keeps Learning

F	S	Total
5	0	5

Teachers should know...

* that we need to model behavior that learning is life long.
* that we need to let students know we don't know everything but are willing to find out.
* that people that are passionate about learning are always learning more, willing to try new things.
* that we must let students know learning is never static.

Typical Comments

7. Knows Self

F	S	Total
1	3	4

Teachers should know...

* that students can sense when we are not sure of yourself.
* that students feel we must be comfortable about ourselves to make students comfortable in class.
* that we must be confident in ourselves to be open to students.

Typical Comments

8. Knows Teaching

F	S	Total
3	1	4

Teachers should know...

* that there is a real difference between knowing a subject and knowing how to teach.
* that we learn to teacher mostly from observing other teachers.
* that we learn to teach by trial and error.

FLEXIBILITY

Typical Comments

1. Adapt to Situation

F	S	Total
17	21	38

Teachers should know...

* that students want some control over their situation.
* that students want us to be willing to adapt to their life setting when possible.
* that students would like to be able to work at their own pace and learn by their best style.
* that students wish we would trust them to know what's best for them.
* that being adaptable to their needs really shows caring and valuing.
* that students acknowledge we have goals and structure but wish we'd bend more to adapt to students needs.
* that teachers would base this flexibility on what they see and hear in class.
* that teachers might even want to ask students how they would like the class to proceed.
* that the students we have from day to night, weekends, off-campus vary alot and need to be addressed differently.
* that students see creativity coming with freedom and flexibility.
* that we need to be very perceptive to the nonverbals of a class.
* that we need to build from where the students are at.
* that we have to be prepared for almost any alternative or occurrence.
* that we need to be willing to let go or change a goal if students are falling behind.
* that adapting to the situation requires listening.
* that teaching is always a work in process needing to be changed.
* that being flexible does not mean giving up your personal boundaries.
* that community colleges require more adaptability than other colleges.

Typical Comments

2. Learn From Students

F	S	Total
10	1	11

Teachers should know...

* that learning is a partnership that goes both ways.
* that it is o.k. to admit we learn from students.
* that we need to model openness to learn from others if we expect them to learn.
* that showing students you learn from them builds a relationship and their self esteem.
* that every class is different and you have to learn from them how to work with them.
* that our students have such diversity - we couldn't help but to learn from them.
* that to stimulate life long learning we have to model this behavior.
* that we have to be responsive to change and our students.
* that most of what we know we learned from others so why wouldn't it continue.

Typical Comments

3. Open-Minded

F	S	Total
1	5	6

Teachers should know...

* that students want to know we are open to their ideas.
* that we don't act like we are always right but listen to their ideas.
* that being open-minded has alot to do with listening.
* that we let students know we don't always have to agree with them as long as they can justify how they believe.

4. Try New Ideas

F	S	Total
4	1	5

Teachers should know...

* that students appreciate teachers trying new ways to help them learn.
* that many students feel teachers get set in their way and repeat the same methods/content over and over.
* that it is o.k. to try something that doesn't work.

COMMUNICATION SKILLS

Typical Comments

1. Presentation Skills

F	S	Total
13	15	28

Teachers should know...

* that good speaking skills help to make a class interesting, clear, fun, etc.
* that good speaking skills include good eye contact, smooth delivery, animated delivery, circulating around, use of visuals, involving students, tone of voice, use of humor, enthusiasm.
* that part of good delivery is a sense of confidence.
* that many view teaching as like performing.
* that many want some of the dramatic, element of surprise, sense of being on stage.
* that some teachers have charisma that attracts students.
* that good speaking skills are especially important for the teacher who lectures alot.
* that good presentation skills include presenting information in clear, creative way.
* that to do a good job presenting information is very energy consuming.
* that good presentation skills includes checking out whether you understood.
* that one big difference between a content expert and a teacher is good presentation skills.
* that good presentation skills include a clear goal and organization.
* good presentation skills include the ability to stay focused despite all the diversions around you.
* good presentation skills doesn't always mean only the teacher is talking, they also can listen.

Typical Comments

2. Clear Explanation

F	S	Total
5	12	17

Teachers should know...

* that the bottom line of teaching is to get students to understand.
* that many times we don't make our concepts and assignments clear.
* that part of being clear is using good examples, link to known or life.
* clear explanations are thorough and go from top to bottom.
* that clear explanations limit use of jargon or unclear terms.
* that many times we allow ourselves to digress or get distracted before we make a concept or assignment clear to all.
* that students appreciate it if we use comparison/contrast to what students already know.
* that students want to know the why, how it applies as part of a clear explanation.
* that we need to try to remember back to before we understood a concept to plan our explanation.
* that often we need to explain an idea in more than one way for all to understand.
* that while explaining something to students to be careful not to criticize or put them down.
* that we should go on until it is clear to all or most.
* that it helps if we closely correlate what's in the book with what we talk about in class, assignments too.

Typical Comments

3. People Skills

F	S	Total
5	6	11

Teachers should know...

* that students want to be listened to as well as talked to.
* that it is important that they can feel free to talk to us in and out of class.
* that teachers have to like people to be able to create this rapport.
* that good people skills is what makes teachers more than an information source.
* that our people skills can't be faked, we must model these skills to get students to be open.
* that many feel that maybe these skills can't really be taught.
* that it is people skills that make students feel special, valued, important.
* that good people skills is synonymous with being friendly.

Typical Comments

4. Focused

F	S	Total
0	3	3

Teachers should know...

* that we have to stay focused and not be distracted or digress until we have made our point.
* that you can't be focused unless you are clear personally as to your goals.
* that students do not like us to go off on tangents or ramble on.
* that classrooms are very distracting settings and it is really hard to not be affected by all around us.

ENTHUSIASM

Typical Comments

1. Enthusiasm

F	S	Total
27	22	49

Teachers should know...

* that students get excited when teachers are excited (is contagious, infectious, etc.).
* that it has to be more than enthusiasm for subjects, it also has to be for teaching.
* that enthusiasm is an attitude, an energy, a passion, a commitment, a tone of excitement.
* that classes are more enjoyable when the teacher likes being there.
* that we need to model this excitement for our students to get caught up in it.
* that students can tell when enthusiasm is real.
* that this excitement gets students involved in class, in learning.
* that seeing a teacher excited makes students want to find out why they feel this way.
* that to have an enthusiastic teacher makes the subject come alive.
* that this enthusiasm is hard to maintain over a long duration.
* that an enthusiastic teacher almost passes the energy on to the students.
* Enthusiasm is seen in tone of voice, facial expressions, movement of the body, smiles.
* that going to class is almost like a play - the show is on.
* that enthusiastic teachers won't allow passivity from students.

RELEVANCE OF KNOWLEDGE

1. Apply to Life

F	S	Total
11	22	33

Typical Comments

Teachers should know...

* that applying information to life motivates students to learn and remember.
* that applying information to life makes class interesting.
* that students need to see a relationship and not just see it as information to memorize.
* that community college students are probably more practical than other students.
* that students want to know "why" they should learn information.
* that students learn best by mixing theory with practice.
* that students need examples of applications to link to their lives.
* that applying information to students lives brings learning to life.

Typical Comments

2. Uses Personal Example

F	S	Total
0	4	4

Teachers should know...

* that students find use of personal examples to humanize teachers.
* that personal examples help link/associate information to the known.
* that use of personal examples helps students to learn from each other.

Typical Comments

3. Link to Known

F	S	Total
2	2	4

Teachers should know...

* that students need to compare new information to what's already known to learn it.
* that linking information to the known helps relate and apply information to their lives.
* that linking information to known helps students see why they should learn it.

Typical Comments

4. Life Long Learning

F	S	Total
1	1	2

Teachers should know...

* that students learn to learn through modeling.
* that our passion for learning rubs off on students.
* that students need to be shown and told that learning never ends.

TEACHING GOALS

1. Challenges

F	S	Total
14	3	17

Typical Comments

Teachers should know...

* that students need to be challenged to not be bored...it motivates.
* that there is a thin line between challenging and boring, a balancing act.
* that sometimes students need a push to get started.
* that there is also a thin line between challenging and being too difficult.
* that the best push for students is to know you believe they can do it!
* that doing something they didn't know they could do is an esteem builder.
* that students want to feel they are using their time in a class to do something worthwhile for them.
* that something perceived as too difficult is very frustrating and diminishes self esteem.
* that we need not to belittle students if they can't.
* that our primary function besides telling them how is to encourage them to do it!
* that you need to create an environment where to risk is o.k.
* that we need sometimes to give them permission to make their own decisions on what to do.
* that we need to challenge them to expand their horizons and use their brains.
* that we have to not just accept the mediocre.
* that to challenge students is an indicator of respect for them.

Typical Comments

2. Clear Goals

F	S	Total
8	5	14

Teachers should know...

* that it isn't fair to students if they don't understand the goal, the assignment.
* that students do not want to change goals, assignments after we make them.
* that they want us to be somewhat flexible but not to waffle.
* that they want us to be up front and honest about our expectations.
* that creating clear expectations builds trust.
* that creating clear goals lets students be sure what their responsibilities are.
* that students see clear goals as being equated with fairness.
* that along with making clear goals is letting students know why these goals are important and what the consequences are.

Typical Comments

3. High Standards

F	S	Total
9	0	9

Teachers should know...

* that setting standards and staying with them is a sign or respect.
* that students need to feel we are honest and clear in our expectations.
* that students need to be sure what it takes to successfully meet these standards.
* that we have to model the standards we set.
* that students want these standards applied equally to all students.

CLASSROOM ENVIRONMENT

1. Positive Climate

F	S	Total
18	10	28

Typical Comments

Teachers should know...

* that students find it easier to learn in positive, upbeat environment.
* that we must model positive behavior to get it from students.
* that a negative environment is equated with criticism.
* that students fears of learning are overcome more in a positive environment.
* that a positive environment is one where there are positive comments, nonverbals and outlook on learning and perhaps use of humor.
* that positive environments encourage open interactions between teachers and students and student to student.
* that in a positive environments you don't feel put down.
* that in a positive environment teachers don't dwell on the problems in their life or in education.
* that to have a positive environment is the responsibility of teacher and student.
* that in a positive climate conflict is dealt with openly and quickly.
* that a positive environment is needed to create climate of trust, it's o.k. to make mistakes.

2. Keep Control

F	S	Total
5	4	9

Typical Comments

Teachers should know...

* that students want a classroom that is not disruptive, they can hear in.
* that students do not want one or two people to dominate or ruin a classroom setting.
* that students don't want classroom time wasted by disruptions.
* that students respect teachers who can maintain control while still being nice.
* that sometimes they have to let a little control go to students to empower their learning.
* that students need to feel they can control their lives even in your classroom.
* that there is a fine line between control and adaptability to meet students needs.

3. Punctual

F	S	Total
0	2	2

Typical Comments

Teachers should know...

* that being late for class or appointments is seen as lack of respect for student.
* that student appointments should come before other obligations.
* that students feel their time is as valuable as yours.

Question #2 What makes a poor teacher?

* inconsistent (changes rules)
* aren't enthusiastic
* not flexible, rigid
* treats students as dumb, embarrasses
* plays mind games
* doesn't listen
* doesn't respond
* doesn't use variety of methods
* doesn't get to know students
* doesn't apply to real life
* doesn't interact with students (involvement)
* not personable, friendly, nice
* act superior
* too fast
* doesn't check student understanding
* doesn't make students responsible
* doesn't control classroom
* doesn't treat students as individuals/different
* doesn't use examples
* doesn't help students
* judge students, stereotype
* are insecure
* lack preparation/knowledge
* doesn't use humor
* doesn't teach critical listening skills
* aren't open
* over correct
* inconsistent teaching
* not fair
* too lax
* gets off subject, not organized
* not familiar with equipment
* redundant
* doesn't explain assignments
* not positive environment
* monotone voice

Question #3 Describe what makes a class interesting/fun.

* variety of methods/activities
* getting to know other students, interaction, groupwork
* when it applies to real life
* when teacher is personable/doesn't act superior
* when teacher asks/answers questions
* enthusiasm
* letting students be responsible for learning
* when teacher uses examples
* when teacher helps students, cares
* when teacher is flexible
* when teacher uses humor
* when teacher is encouraging, emphasizes positive
* when teacher is challenging
* when teacher considers different learning needs of students (treats as individuals)
* when class is activity based
* when teacher has positive attitude
* when teacher acts as facilitator
* when teacher is entertaining
* when teacher uses personal examples
* when teacher shows they are human
* when teacher has fun
* when teacher is available when student needs help
* when teacher listens to student
* when teacher does unexpected

Question #4 What motivates students?

* challenges students
* applies to real life
* teacher gets to know students
* hands on experiences
* teacher has sense of humor
* makes students responsible
* listens to students
* models professional behavior
* sets reasonable expectations for students
* be flexible
* be fair
* keep focused
* have compassion for students
* value student as person
* be honest
* be enthusiastic
* show you're human (makes mistakes)
* interact with students
* be comfortable with yourself
* treats students as individuals
* gets students involved (groups, etc.)
* gets students to think critically
* don't embarrass
* be encouraging
* breaks concepts down
* be patient
* uses variety of methods
* sees learning as life long
* learns student name and uses it
* use personal experience
* use media
* smile, make pleasant environment
* facilitate
* assignments logical

Question #8 How can humor be used?

* spontaneous
* the unexpected, off the wall
* appropriate to group
* natural interaction with students
* make mistakes
* just being natural
* animated teaching
* laughing at yourself
* timing/very personal
* breaks rhythm
* element of surprise, dramatic
* tell personal stories

*Question #11 Describe your most memorable teacher. What make them memorable?

* Helps students outside classroom
* friendly, smiles
* caring, compassionate
* interested in students, gets to know them
* learns students names, people oriented
* has respect for students, treats as individuals
* values students, celebrates students, treats as adults
* sensitive to students
* high teacher/student interaction
* doesn't put down student
* knows subject area well
* professional
* good presentation
* communication skills
* makes class interesting, fun
* applies information to real life, relevant information
* well organized
* well prepared
* stays focused
* dramatic, unexpected, animated
* gives notes
* explains things well, checks feedback, understanding
* uses good examples
* clear expectations, structured
* easy going
* enthusiastic, exciting, passion
* uses humor
* open minded
* flexible
* fair
* positive attitude
* encouraging
* honest
* sees learning as life long process
* creative
* use variety of methods
* individual project, kinesthetic work, group work, outside class, lab based, story telling, case studies, visual aids, cooperative learning
* integrated approach
* looks at varying learning styles
* gets students involved
* checks where students are (skill wise)
* comfortable environment
* challenges
* has high standards
* allows creativity
* models behavior

Question #12 What can a teacher do to make a student feel respected/valued?

* be available
* don't embarrass, treat like dumb
* answer questions, no "dumb" questions
* don't laugh at students
* listen
* give positive feedback/ask questions
* values students opinions/comments
* uses humor, joke, tease
* build trust, be honest
* show interest in students, get to know as person
* interact with students
* learn their names
* talk about personal life with students
* be sensitive to student nonverbals
* treat student equally/fairly
* let them get to know each other
* find out their goals/get to know them
* don't compare them to each other
* treat them as individuals
* apply information to real life
* be flexible to meet needs of student, not yours
* make sure students understand
* apologize when wrong
* don't' talk down to students
* show your human/make mistakes
* set high standards
* don't stereotype
* create comfortable classroom environment
* use student as resource
* encourage
* respect differences
* make them feel they belong
* solicit student feedback
* let them know we are here for them
* mutual sharing
* unconditional acceptance, separate mistakes from their value as a person
* be consistent

Question #17 What advice would you give to a new teacher?

* give clear assignments
* ask alot of questions
* have students write to learn
* learn about your students
* be empathic/understanding
* have trust in students
* learn from your students
* be open minded
* listen to your students
* respect differing opinions/value student opinions
* answer all questions
* open communications
* let students know you're available
* create nonthreatening climate
* be attentive to student feedback
* be clear/clarify
* set clear expectations
* expect students to be responsible
* use humor
* try to be interesting
* get students involved
* be flexible to situation
* develop people skills
* use variety of approaches/innovate
* train as a teacher
* don't lose touch with real life
* be enthusiastic
* be friendly/open (smile)
* be positive, happy
* treat each student as special/individual
* give attention to student
* give encouragement
* don't judge, stereotype
* apply information to real world
* model appropriate behavior
* know your subject
* have good communication/speaking skills
* be confident
* have good writing skills
* be prepared
* develop your own style
* know yourself
* have control over class
* be organized
* have experience in work field
* stay focused
* be clear on your goals
* develop relationship with students
* accommodate different learning styles
* be partners in learning
* learn through experiences

STUDENTS BY NAME/AREA

Bruce Adamson - Ed. Asst.
Tracy Blankenship - LDC
Michael Brown - GED
Shelby Burgen - GED
Mary Chaparo - LDC
Rob Cramner - LDC
James Cummings - GED
John Dotter - Automotive
Judy Goard - Ed Asst.
Donna Gordon - LDC
John Gwinup - LDC
Cheryl-Meredith Hall - LDC
Mark Howard - Automotive
Deana Hunsaker - Dental Asst.
Wanda Jackson - GED
Andy Kahn - LDC
Diana Mack - Ed. Asst.
Mike Manning - HS Completion
Marcas Maoss - LDC
Jill Meier - Business Adm.
Kris Minton - Human Services
Beth Moore - LDC
Ken Murphy - LDC
Debby Niewald - Dental Asst.
Tina Northrup - GED
Dana Phansen - HS Completion
Don Purcell - LDC
Tonya Rue - HS Completion
Ann Schaeffer - LDC
Earl Slade - LDC
Dennis Spenser - GED
Greg Walker - LDC
Karmen Walter - Denal Asst.
Lisa Weatherford - LDC
Mary Wurdinger - LDC

FACULTY BY NAME/AREA

Steve Agee - Automotive
Karen Bartlett - Humanities
Gary Boyington - Electronics
Cliff Brock - Publications
Maxine Byers - Developmental Education
Marilyn Connor - Humanities
Sara Dinsdale - Developmental Education
Joyce Erovich - Nursing
Marjorie Ferry - Humanities LDC
Tony Freeman - Human Services
Kay Gerard - Developmental Education
Jerry Gilbert - Social Science
Dave Gillette - Math/Science
Dale Jolley - Social Science
Barb Kirk - Math/Science
Lucy MacDonald - Developmental Education
Pat Malone - Business
Marveen McCready - Math/Science
Suzanne McLaughlin - Humanities
Mike McNichols - Math/Science
Al Minato - Forestry
John Mock - Humanities
Elaine Mohn - Nursing
Susan Murray - High School Completion
Van Nichols - Drafting
Dean Olheiser - Automotive
Gary Roelofs - Developmental Education
Georgina Seals - Business
Joe Slosser - Social Science
Bruce Stam - Early Childhood Education
Marcia Suter - Education Asst.
Joyce Vaughan - Dental Asst.
Larry Wintermeyer - Business

Question #2 What makes a poor teacher?

* inconsistent (changes rules)
* aren't enthusiastic
* not flexible, rigid
* treats students as dumb, embarrasses
* plays mind games
* doesn't listen
* doesn't respond
* doesn't use variety of methods
* doesn't get to know students
* doesn't apply to real life
* doesn't interact with students (involvement)
* not personable, friendly, nice
* act superior
* too fast
* doesn't check student understanding
* doesn't make students responsible
* doesn't control classroom
* doesn't treat students as individuals/different
* doesn't use examples
* doesn't help students
* judge students, stereotype
* are insecure
* lack preparation/knowledge
* doesn't use humor
* doesn't teach critical listening skills
* aren't open
* over correct
* inconsistent teaching
* not fair
* too lax
* gets off subject, not organized
* not familiar with equipment
* redundant
* doesn't explain assignments
* not positive environment
* monotone voice

Question #3 Describe what makes a class interesting/fun.

* variety of methods/activities
* getting to know other students, interaction, groupwork
* when it applies to real life
* when teacher is personable/doesn't act superior
* when teacher asks/answers questions
* enthusiasm
* letting students be responsible for learning
* when teacher uses examples
* when teacher helps students, cares
* when teacher is flexible
* when teacher uses humor
* when teacher is encouraging, emphasizes positive
* when teacher is challenging
* when teacher considers different learning needs of students (treats as individuals)
* when class is activity based
* when teacher has positive attitude
* when teacher acts as facilitator
* when teacher is entertaining
* when teacher uses personal examples
* when teacher shows they are human
* when teacher has fun
* when teacher is available when student needs help
* when teacher listens to student
* when teacher does unexpected

Question #4 What motivates students?

* challenges students
* applies to real life
* teacher gets to know students
* hands on experiences
* teacher has sense of humor
* makes students responsible
* listens to students
* models professional behavior
* sets reasonable expectations for students
* be flexible
* be fair
* keep focused
* have compassion for students
* value student as person
* be honest
* be enthusiastic
* show you're human (makes mistakes)
* interact with students
* be comfortable with yourself
* treats students as individuals
* gets students involved (groups, etc.)
* gets students to think critically
* don't embarrass
* be encouraging
* breaks concepts down
* be patient
* uses variety of methods
* sees learning as life long
* learns student name and uses it
* use personal experience
* use media
* smile, make pleasant environment
* facilitate
* assignments logical

Question #5 What are the responsibilities of the student in the teaching/learning process?

* to come to class motivated to learn
* to want to be there.
* to have done their homework
* to be willing to participate
* to be part of the learning community
* to be enthusiastic about learning
* to make a conscious decision to learn.
* to be academically prepared
* to think critically about issues
* to be respectful of others in class
* to have a positive attitude
* to not be disruptive
* to be understanding of teacher's needs
* to take notes
* to be friendly
* to be ready to ask questions and respond to questions

Question #8 How can humor be used?

* spontaneous
* the unexpected, off the wall
* appropriate to group
* natural interaction with students
* make mistakes
* just being natural
* animated teaching
* laughing at yourself
* timing/very personal
* breaks rhythm
* element of surprise, dramatic
* tell personal stories

*Question #11 Describe your most memorable teacher. What make them memorable?

* Helps students outside classroom
* friendly, smiles
* caring, compassionate
* interested in students, gets to know them
* learns students names, people oriented
* has respect for students, treats as individuals
* values students, celebrates students, treats as adults
* sensitive to students
* high teacher/student interaction
* doesn't put down student
* knows subject area well
* professional
* good presentation
* communication skills
* makes class interesting, fun
* applies information to real life, relevant information
* well organized
* well prepared
* stays focused
* dramatic, unexpected, animated
* gives notes
* explains things well, checks feedback, understanding
* uses good examples
* clear expectations, structured
* easy going
* enthusiastic, exciting, passion
* uses humor
* open minded
* flexible
* fair
* positive attitude
* encouraging
* honest
* sees learning as life long process
* creative
* use variety of methods
* individual project, kinesthetic work, group work, outside class, lab based, story telling, case studies, visual aids, cooperative learning
* integrated approach
* looks at varying learning styles
* gets students involved
* checks where students are (skill wise)
* comfortable environment
* challenges
* has high standards
* allows creativity
* models behavior

Question #12 What can a teacher do to make a student feel respected/valued?

* be available
* don't embarrass, treat like dumb
* answer questions, no "dumb" questions
* don't laugh at students
* listen
* give positive feedback/ask questions
* values students opinions/comments
* uses humor, joke, tease
* build trust, be honest
* show interest in students, get to know as person
* interact with students
* learn their names
* talk about personal life with students
* be sensitive to student nonverbals
* treat student equally/fairly
* let them get to know each other
* find out their goals/get to know them
* don't compare them to each other
* treat them as individuals
* apply information to real life
* be flexible to meet needs of student, not yours
* make sure students understand
* apologize when wrong
* don't' talk down to students
* show your human/make mistakes
* set high standards
* don't stereotype
* create comfortable classroom environment
* use student as resource
* encourage
* respect differences
* make them feel they belong
* solicit student feedback
* let them know we are here for them
* mutual sharing
* unconditional acceptance, separate mistakes from their value as a person
* be consistent

Question #13 What keeps you in teacher?

* where else can you be paid to talk about what you love?
* to see students grow and change
* to experience the uniqueness of each new class
* to watch as students learn something new
* to see students become more confident and have more self-esteem
* to be able to share with others the things I love
* to experience the "charge" from facing new students and new experiences
* to learn from my students
* to build new connections with people each year
* to see a tiny seed planted and then bloom
* to be around the variety of people and experiences we have
* to get to know so many people
* to be part of such a growth process
* to watch how our students overcome so many difficulties to learn
* to be part of such a vital community of people
* to watch how our students succeed when they leave here
* to help people get jobs
* to be part of helping people change

Question #17 What advice would you give to a new teacher?

* give clear assignments
* ask alot of questions
* have students write to learn
* learn about your students
* be empathic/understanding
* have trust in students
* learn from your students
* be open minded
* listen to your students
* respect differing opinions/value student opinions
* answer all questions
* open communications
* let students know you're available
* create non-threatening climate
* be attentive to student feedback
* be clear/clarify
* set clear expectations
* expect students to be responsible
* use humor
* try to be interesting
* get students involved
* be flexible to situation
* develop people skills
* use variety of approaches/innovate
* train as a teacher
* don't lose touch with real life
* be enthusiastic
* be friendly/open (smile)
* be positive, happy
* treat each student as special/individual
* give attention to student
* give encouragement
* don't judge, stereotype
* apply information to real world
* model appropriate behavior
* know your subject
* have good communication/speaking skills
* be confident
* have good writing skills
* be prepared
* develop your own style
* know yourself
* have control over class
* be organized
* have experience in work field
* stay focused
* be clear on your goals
* develop relationship with students
* accommodate different learning styles
* be partners in learning
* learn through experiences

BREAKDOWN OF STUDENTS REPRESENTED

		Areas Represented:
16	LDC	Humanities
10	Vocational	Social Science
9	Developmental Ed	Match/Science
		GED/ABE
35	TOTAL	High School Completion
		Human Services
		Dental Assistant
		Business Management/Administration
		Automotive
		Educational Assistant
		Early Childhood Education

BREAKDOWN OF FACULTY REPRESENTED

		Areas Represented:
12	LDC	Education Assistant
21	Vocational/Other	Nursing
		Forestry
35	TOTAL	Electronics
		Early Childhood Education
		Automotive
		Business
		Dental Assistant
		Drafting
		Human Services
		Publications
		Humanities
		Social Science
		Math/Science
		High School Completion
		Developmental Education

FACULTY BY NAME/AREA

Steve Agee - Automotive
Karen Bartlett - Humanities
Gary Boyington - Electronics
Cliff Brock - Publications
Maxine Byers - Developmental Education
Marilyn Connor - Humanities
Sara Dinsdale - Developmental Education
Joyce Erovich - Nursing
Marjorie Ferry - Humanities LDC
Tony Freeman - Human Services
Kay Gerard - Developmental Education
Jerry Gilbert - Social Science
Dave Gillette - Math/Science
Dale Jolley - Social Science
Barb Kirk - Math/Science
Lucy MacDonald - Developmental Education
Pat Malone - Business
Marveen McCready - Math/Science
Suzanne McLaughlin - Humanities
Mike McNichols - Math/Science
Al Minato - Forestry
John Mock - Humanities
Elaine Mohn - Nursing
Susan Murray - High School Completion
Van Nichols - Drafting
Dean Olheiser - Automotive
Gary Roelofs - Developmental Education
Georgina Seals - Business
Joe Slosser - Social Science
Bruce Stam - Early Childhood Education
Marcia Suter - Education Asst.
Joyce Vaughan - Dental Asst.
Larry Wintermeyer - Business

STUDENTS BY NAME/AREA

Bruce Adamson - Ed. Asst.
Tracy Blankenship - LDC
Michael Brown - GED
Shelby Burgen - GED
Mary Chaparo - LDC
Rob Cramner - LDC
James Cummings - GED
John Dotter - Automotive
Judy Goard - Ed Asst.
Donna Gordon - LDC
John Gwinup - LDC
Cheryl-Meredith Hall - LDC
Mark Howard - Automotive
Deana Hunsaker - Dental Asst.
Wanda Jackson - GED
Andy Kahn - LDC
Diana Mack - Ed. Asst.
Mike Manning - HS Completion
Marcas Maas - LDC
Jill Meier - Business Adm.
Kris Minton - Human Services
Beth Moore - LDC
Ken Murphy - LDC
Debby Niewald - Dental Asst.
Tina Northrup - GED
Dana Phansen - HS Completion
Don Purcell - LDC
Tonya Rue - HS Completion
Ann Schaeffer - LDC
Earl Slade - LDC
Dennis Spenser - GED
Greg Walker - LDC
Karmen Walter - Dental Asst.
Lisa Weatherford - LDC
Mary Wurdinger - LDC